

Daily Lesson Plan

Instructor(s): 8 th Grade ELA Unit 2: Prentice Hall: Short Story	Date:
Lesson: Unit 2 (Short Story)- “Tears of Autumn” by Yoshiko Uchida (More Challenging)	Unit 2: Prentice Hall: “Tears of Autumn” by Yoshiko Uchida (More Challenging)
Lesson Preparation: Goals for Today’s Lesson	
<p>Essential Question(s): Can all conflicts be resolved?</p> <p>Explain to students that throughout the school year they will be posed with big questions that relate to their life and everyday experiences.</p> <p>Background/Overview: <i>Arranged Marriage- “Tears of Autumn” takes place about a century ago, at a time when most Japanese families arranged marriages for their children. An older relative or family friend would help set up these unions. Before reaching an agreement, both sides had to be satisfied that the match would benefit their own family. Couples often exchanged pictures before meeting.</i></p> <p>Learning Objective:</p> <ul style="list-style-type: none"> • Students will be able to determine a theme or central idea of a text and how it is conveyed through particular details provide a summary of the text distinct from personal opinions and judgments. • Students will be able to describe how a particular story’s or drama’s unfold in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. • Students will be able to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Students will be able to write arguments to support claims with clear reasons and relevant evidence. • Students will be able to support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 	
<p>CCLS for lesson: Standards:</p> <p>RI.1; RI.2; RI.3; W.1; W.1.b</p>	
<p>Materials/Resources: Prentice Hall Literature Grade 8. p. 264-272</p> <p>Use PHLitOnline.com for further support and resources.</p>	
<p>Instructional Strategies (Differentiation of Teaching and/or activities):</p> <p>Whole Group- Introduce the big question: Can all conflicts be resolved?</p> <p>Teach elements of a Short Story...</p> <p>Use Literary Analysis Workshop on p. 232</p> <p>Tell students to imagine they will be attending a new school.</p> <p>Instruct students to write why they would miss their current school or enjoy the challenges of a new school.</p> <p>Have students complete the sentence starters...this will help students think about the Big Question.</p> <p>Have students preview the selection vocabulary</p> <p>Students will incorporate the vocabulary in their written responses.</p> <p>Remind students that while they read watch for indications that Hana is experiencing internal conflict as she gets closer to America. Look for conflicts that build in Hana’s mind as she travels to America.</p>	

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Instructional Strategies (Differentiation of Teaching and/or activities):

Whole Group- Introduce the big question: Can all conflicts be resolved?

Teach elements of a Short Story...

Use Literary Analysis Workshop on p. 232

Tell students to imagine they will be attending a new school.

Instruct students to write why they would miss their current school or enjoy the challenges of a new school.

Have students complete the sentence starters...this will help students think about the Big Question.

Have students preview the selection vocabulary

Students will incorporate the vocabulary in their written responses.

Remind students that while they read watch for indications that Hana is experiencing internal conflict as she gets closer to America. Look for conflicts that build in Hana's mind as she travels to America.

Students will know: (Content/Concepts)

- Students will be able to determine a theme or central idea of a text and how it is conveyed through particular details provide a summary of the text distinct from personal opinions and judgments.
- Students will be able to describe how a particular story's or drama's unfold in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- Students will be able to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Students will be able to write arguments to support claims with clear reasons and relevant evidence.
- Students will be able to support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

Students will do: (Skills)

Identify textual support and evaluate its meaning.

Determine the author's purpose and explain if the purpose was indeed accomplished.

Determine the meaning of words and phrases as used in the text and gain a working knowledge of domain specific vocabulary in context.

Create written responses explaining how the author develops, compares, and contrasts his/her main idea or argument through multiple topics.

Produce clear and coherent writing in which the text structure, development, and vocabulary are appropriate to the specified audience.

Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing.

Use appropriate transitions to the coherence of written texts.

Add relevant facts, concrete details, quotations, and other examples to support a main idea or argument in a written piece.

Cite textual evidence to support written responses and apply conventions of Standard English grammar.

Write informative/explanatory texts to examine a topic and convey information through the selection and analysis of relevant content.

**Mini-Lesson: Building Background/Activating Prior Knowledge
(20% of the Lesson)**

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Mini Lesson: <i>Steps for Building Background</i>	Note Taking: Cornell Note-Taking Method Activate Prior Knowledge Teacher will write the following words on the board or on chart paper. Bride, family, ship, groom, Marriage, meeting, greeting, escape, Travel, status Ask students to write down what comes to mind when they see the words written. Individual Activity: Have students write about a time when they experienced a change of environment, such as the first day at a new school or camp or the relocation to a new place. If students have not had such experiences, instruct students to imagine how they might feel and to write about those feelings. Before students begin reading...instruct students to examine the painting of the Japanese woman on page 264. Inform students that the painting is of a Japanese woman (1890-1892) by Robert Frederick Blum. Inform students that the pastel painting is of a Japanese woman dressed in traditional clothing which is a Japanese kimono. As students read...guide struggling readers by reviewing the Reading Check questions within the margin of the text. Discussion questions as students read... <ol style="list-style-type: none">1. Contrast Hana's economic status before and after her father's death.2. How is Hana's living situation different from those of her sisters?3. What social attitudes towards marriage are-part of the setting of this story?4. How might Hana's future in America contrast with her possible future in Japan?5. Tell students to look at the picture on page 268...What emotions do you see on the faces of the newly arrived immigrants pictured on page 268? Use the Think Aloud on page 266...to show students how to compare and contrast For advanced learners try an author's study of Yoshiko Uchida. See page 269. Incorporate the Literature in Context: Gateways to a New World p. 271.
Students Practice & Apply New Knowledge (60% of the Lesson)	

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<p>Group Work and/or Independent Work:</p>	<p>Tier II Describe the various feelings Hana experiences from her time on the ship to her meeting with Taro. Is Hana's journey courageous? Why or Why not?</p> <p>Tier I In what ways is Hana's life in Japan unsatisfying to her? How do these details explain Hana's decision to marry?</p> <p>Tier III What happens when Hana meets Taro? What does Taro's behavior towards Hana suggest about his personality?</p> <p>All Groups...lower levels assisted by teacher: According to the story, what were the steps in the process of Hana's arranged marriage? Discuss with a partner, the advantages and disadvantages of an arranged marriage like Hana's.</p> <p>What conflicts build in Hana's mind during her trip? How does her decision to marry Taro help resolve conflicts with her family? What conflicts does she have with herself over this choice?</p> <p>Students must complete one out of two of the tasks below: Analyze the Development of Theme <i>Task 1: Write an essay in which you analyze the importance of plot events and characters' actions to the development of a story's theme. First state the theme of "Tears of Autumn". Then describe the elements that contribute to the story's theme. Include such elements as the story's central conflict and resolution and the characters dialogue and behavior. Explain how individual story events impact the way the theme is developed and whether the theme is stated directly or implied. Summarize your main points in a conclusion.</i></p> <p>Analyze the Impact of a Plot Event on a Story's Action <i>Task 2: Read aloud a section of "Tears of Autumn" then discuss and write the importance of the event it describes to the overall plot. Select a significant event that influences other events in "Tears of Autumn". Describe the events that come immediately before and after the section you will read. Then read the section aloud as a group. Identify words and phrases that show the significance of the event. Consider impacts on characters and their actions and decisions, as well as on events. Reach an agreement with the rest of the group on the nature of the event and its importance to the overall plot.</i></p>
<p style="text-align: center;">Assess & Reflect on Student Learning (20% of the Lesson)</p>	
<p>Share Out: <i>Assessment of New Learning</i></p>	<p>Share of group responses...</p>
<p>Oral/Written Reflection <i>New Learning</i></p>	<p>Homework: Writing: Culture Connection- Hana immigrates to America. Most Americans today are descended from people who came to this country from</p>

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	<p>other places. Many are themselves immigrants. Reflect on how your families first came to the United States. Compare your families' journeys with Hana's journey. Then consider what your families have gained by living in the United States.</p>
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